

**MODERN METHODS
OF
TEACHING BRAILLE
BOOK TWO
BRAILLE READING SIMPLIFIED
TEACHER'S MANUAL**

American Printing House for the Blind

Louisville, Kentucky

1970

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**MODERN METHODS
OF
TEACHING BRAILLE**

In Two Volumes

**BOOK ONE
KANSAS BRAILLE READING—READINESS BOOK**

By Claudell S. Stocker

**BOOK TWO
BRAILLE READING SIMPLIFIED
(Teaching Text)**

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

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OF
TEACHING BRAILLE**

BOOK TWO

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BRAILLE READING SIMPLIFIED, TEACHING TEXT

BOOK TWO OF A TWO-PART BRAILLE READING SERIES

MODERN METHODS OF TEACHING BRAILLE

This book has its roots in the foresighted work of Louis Braille. From his first development of his punctiform alphabet, workers have constantly been driven to improve the method and develop better teaching techniques.

In work with the blinded adult, the STANDARD BRAILLE SERIES, the ADAM AND ALMA PRIMER, THE AMERICAN FOUNDATION FOR THE BLIND PRIMER and the JANET WISE SERIES served us long and well. In 1965 a new step forward was taken with the publication of the teaching text BETTER BRAILLE by Charles Kauffman and Marianna Lamb.

It is hoped that BRAILLE READING SIMPLIFIED will add an additional steppingstone in this long line of progress toward restoring the skill of reading and writing to the blinded adult.

ACKNOWLEDGMENTS

Like all truly worthwhile achievements, this book is the fruit of cooperative effort on the part of many.

Credit must be given to Mr. Harry E. Hayes, Director, Division of Services for the Blind, Kansas Department of Social Welfare; Carl McCoy, former Supervisor, and Lowell E. Holland, present Supervisor, of the Kansas Rehabilitation Center for the Blind, for their progressive attitudes, personal encouragement and financial support in making the atmosphere conducive to producing this book.

Gratitude is expressed to Mr. Charles Kauffman and Mrs. Marianna Lamb, of the North Dakota Division of Vocational Rehabilitation, for allowing us to use parts of their book as a springboard in this project.

If anyone should have major credit for making possible this advanced method for teaching Braille, it should be Charles Kauffman, who, perhaps, spent as many hours reviewing, rejecting and adding to the original manuscript as we spent in our actual classroom presentation.

For the long months of trial and error, editing and reediting and preparing this book for distribution, grateful acknowledgment is given to Miss Mary Walton, who was the "powder in the charge", so to speak. Had it not been for her reediting, preparing Braille masters for Thermoforming, and her sincere enthusiasm for this project, it might never have been completed.

Praise must be given to the Braille Association of Kansas in Wichita, Kansas, for their efficient and rapid services extended to us in Thermoform duplication.

The most important people who made this book possible were the Braille students in our Center classes. Each and every client was aware of the fact that he was participating in a pilot program; each and every one was eager to participate in the formation of a new book that would help others as well as themselves master the skill of Braille in a more rapid and efficient way.

I would like to express personal gratitude to my fellow staff members for supporting this project during the long days of experimentation: To Mrs. Mary Lou Stark, Communications Instructor, for her efficient instruction in the classroom and the many records she kept as related to the work; to Miss Helen Vargo, Counselor-social worker in our Center, who gave much of her personal time in helping to evaluate and proofread the basic materials.

Acknowledgment is given to the members of the clerical staff, who cared for the large amount of correspondence and the typing and re-typing of progress reports and transcripts.

Sincere appreciation is given to Patricia Smith, editor of the *New Outlook for the Blind*, for publication of progress reports concerning the Braille program, and to Mr. Albert Asenjo, Rehabilitation Specialist of the American Foundation for the Blind for his encouragement toward progressive thinking.

Claudell S. Stocker, Coordinator,
Communications Department,
Kansas Rehabilitation Center for the Blind,
Topeka, Kansas, 1970

INTRODUCTION

In the spring of 1961, Mr. Charles Kauffman, Home Teacher-counselor of the North Dakota Division of Rehabilitation, visited the Kansas Rehabilitation Center for the Blind. It was during this visit that Mr. Kauffman and I discussed our concern about the number of newly-blinded people who were not learning Grade Two Braille as a useful skill. We had already done some brief experimentation at the Center in teaching Braille in its entirety, as opposed to the old textbooks' method of teaching Grade 1, then 1½, then 2, or the more modern texts' progression from Grade 1 to Grade 2 Braille. I soon discovered that Mr. Kauffman had some brilliant ideas concerning a new text. These ideas lacked refinement and proper sequence, and, at the end of our meeting, we decided that we would devote serious thought in the future to the development of a better method of teaching Braille.

In our search for a better teaching technique, one fact began to emerge: A great deal of unlearning was involved in the learning process after the completion of Grade One Braille. If a student learns to write words in full spelling and is later introduced to them in contracted form, he must not only learn the new contractions, but unlearn the uncontracted forms with which he has become familiar. Dr. John Dollard, the famous learning theorist, has said that one never really forgets anything he has learned. On the conscious level, he is able to accept a new order quickly, but the picture as it used to be remains in the mind so that he continues to make references to the old learned processes while trying to retain new ones. When one understands this phenomenon of the indelible imprint stamped on the mind by the first impressions it receives, it is not hard to imagine the confusion which a layer-upon-layer learning process creates. Is it any wonder that blinded adults tend to read Braille slowly and make more errors in writing than those who have grown up with Braille as their chief means of written communication since childhood? We felt, therefore, that any new text should be based on the concept that the student never reads or writes any word except in its final contracted form, thus eliminating the re-learning process.

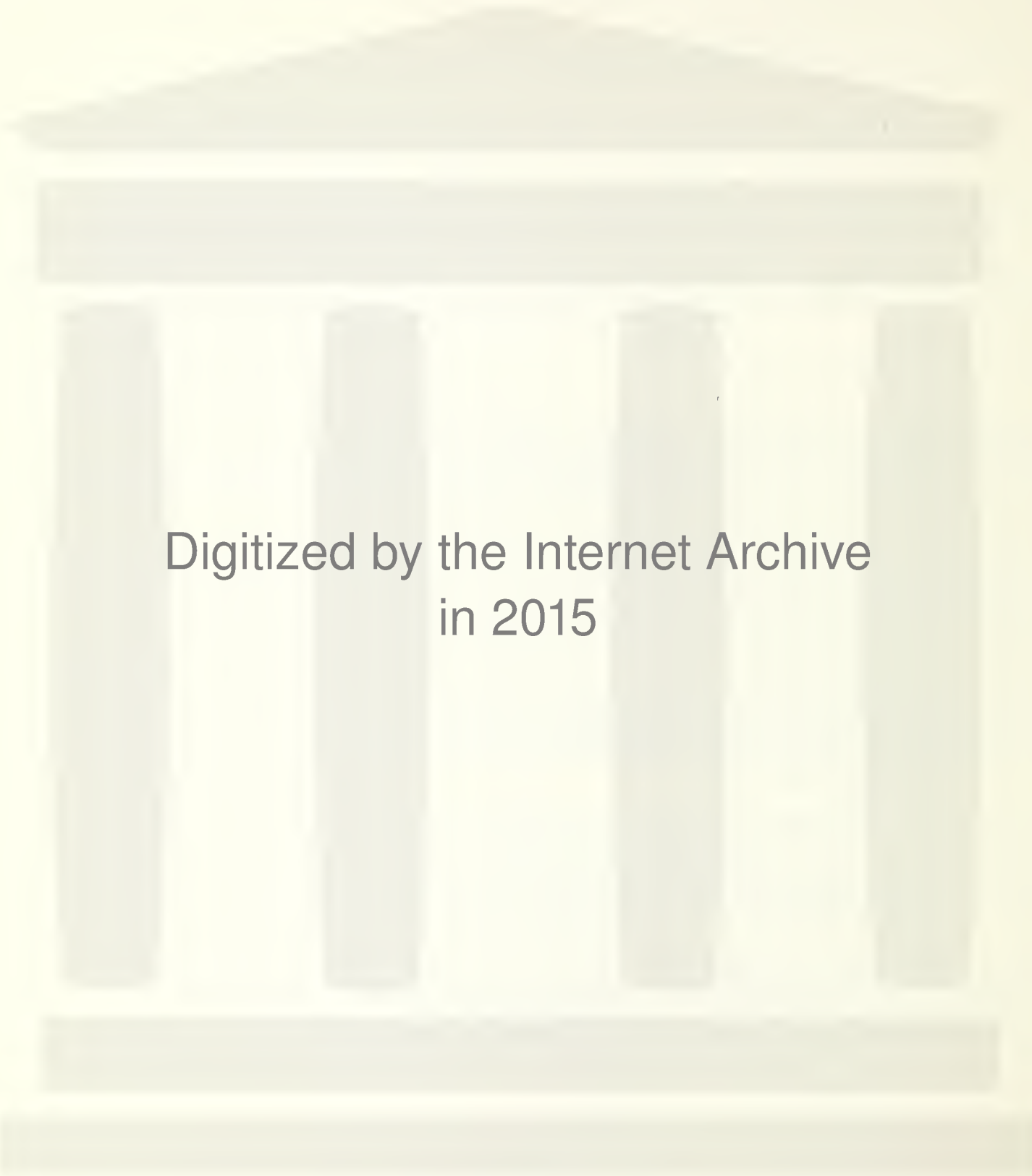
Prior to the innovations which resulted in this book, we had studied a control group from July 8, 1963, to February 22, 1965. During this period, 75 clients went through the Center's training program. Of these, 42 had a visual acuity too low to permit any form of reading by sight. Of these 42, nine had already learned Grade Two Braille before coming to the Center. Of the remaining 33, 11 were unable to progress beyond Grade One because of such additional handicaps as mental retardation, emotional disturbance, brain injury and functional illiteracy. Sixteen had completed at least half of the Grade Two contractions at the end of their four months, and were planning to continue learning at home. Only six had completed Grade Two Braille at the end of their stay at the Center.

In 1965, Mr. Charles Kauffman and Mrs. Marianna Lamb of the North Dakota Division of Rehabilitation coauthored a book entitled BETTER BRAILLE, published by the Howe Press, using this concept of a single learning process as a basis for the book. It was this text that sparked the long-term project of research and innovation at the Kansas Rehabilitation Center for the Blind in Topeka which resulted in the publication of this two-part series, which includes the Reading Readiness book and the Braille Instruction book.

From February 22, 1965, to September 6, 1966, we conducted an experimental project using these new techniques which could be compared to the control group previously mentioned, with 69 clients participating in the Center program during that period. Of these, 50 were of sufficiently low visual acuity to be included in the Braille program. Of these 50, 18 were already fluent users of Grade Two Braille. Of the remaining 32, 12 were unable to progress because of mental retardation, brain damage, functional illiteracy or extremely low motivation. *Twenty completed the course within four months or less.*

Looking at these two sets of figures in terms of percentage, the result is rather startling. In a group of almost equal size and over a comparable period of time, only six of 33, or less than 20%, were able to complete Grade Two Braille within four months using the old methods. With the new method, 20 of 32, or 62.5%, completed the course successfully in four months or less. Was it possible, then, that all or most of the 16 in the first group who were unable to go all the way might have completed the course more quickly had we used our present teaching tools? We felt that this was so. Since September, 1966, we have continued to research and reevaluate this new method of teaching.

This book cannot possibly have one single author. Thorough evaluations were made of the Kauffman-Lamb book and other previously used texts. Taking what we considered the best of each of these, we began innovating new lessons within the Braille classes. Through constant reevaluation and reassessing, we were able to eliminate useless and unneeded material and discover new processes. We hope that this text will not be the end of researching and developing better ways of teaching Braille to the adult blind, but, rather, only a beginning of finding new and better methods.



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TEACHER'S INSTRUCTIONS

The following pages have been prepared as a guide in the presentation of these braille lessons.

For the student who needs to acquire enough Braille skill to enable him to communicate with himself to some degree, only the first seven lessons, which introduce the letters of the alphabet, should be used. For those who want to learn contractions, these first lessons should be studied in conjunction with Lessons 8 through 15. For example, Lesson 1, which introduces the letters *a*, *b*, *c*, *d*, and Lesson 8, containing the single-letter contractions and short-form words which use these letters, should be taken together as a single unit. Because some who start by learning only the letters may eventually wish to go on to the contractions, no word ever appears in any of these exercises in uncontracted form and is then shown later in its contracted form; thus, all words are shown as they are correctly written in ENGLISH BRAILLE, AMERICAN EDITION, 1959 (as revised).

All of the rules found in this manual are, in reality, variations on a single theme: "No sign should ever be used where it might cause confusion or result in misspelling." Therefore, a simple explanation of the proper use of certain contractions as they are introduced here should suffice. Of course, it goes without saying that any good Braille teacher will always have a good Braille rules' reference book close at hand.

The introduction of new symbols in each lesson consists of the first line and/or a second line at the top of the page. Each new lesson starts on a new page. Where one lesson continues beyond one page, the symbols in the upper right-hand corner of the pages match. Additionally, running Braille page numbers are placed at the end of the 25th line of each page of the student's text, to insure the printing and binding of all the pages in proper sequence. To expedite quick location of the start of any lesson in the student's text, reference to the inclusive running braille page numbers is made at the start of the instructions for each lesson in the material below.

These instructions cover only the introduction of each new lesson. The student is to study the exercises and, when needed, refer back to the introduction of new signs in each lesson until he can comfortably read all the exercises without going back to the introductions of new signs for help.

Note: It is felt by the workers who researched this text that slate-writing should be introduced as soon as possible. We have discovered that one learning process reenforces the other. The reading exercises can be used as a guide for the writing exercises.

INTRODUCTION TO LESSONS

Lesson One

(see page 1, student's text)

⠠ a (dot 1)

⠠ b (dots 1-2)

⠠ c (dots 1-4)

⠠ d (dots 1-4-5)

Lesson Two

(see page 2, student's text)

⠠ e (dots 1-5)

⠠ g (dots 1-2-4-5)

⠠ k (dots 1-3)

⠠ l (dots 1-2-3)

Lesson Three

(see page 3, student's text)

⠠ i (dots 2-4)

⠠ m (dots 1-3-4)

⠠ n (dots 1-3-4-5)

⠠ o (dots 1-3-5)

Lesson Four

(see pages 4-5, student's text)

⠠ p (dots 1-2-3-4)

⠠ q (dots 1-2-3-4-5)

⠠ f (dots 1-2-4)

⠠ u (dots 1-3-6)

Lesson Five

(see pages 6-7, student's text)

⠠ r (dots 1-2-3-5)

⠠ h (dots 1-2-5)

⠠ s (dots 2-3-4)

⠠ t (dots 2-3-4-5)

Lesson Six

(see page 8, student's text)

⠠ j (dots 2-4-5)

⠠ v (dots 1-2-3-6)

⠠ w (dots 2-4-5-6)

Lesson Seven

(see page 9, student's text)

⠠ x (dots 1-3-4-6)

⠠ y (dots 1-3-4-5-6)

⠠ z (dots 1-3-5-6)

(see page 10, student's text)

The signs for but, can and do are called whole-word signs. These single-cell word-signs can never be used as part of another word, but only for the words which they represent, and must stand alone with a space on either side. The sign for but, for instance, can never be used as part of the word “butter”.

Lesson Nine*

gd—good	ll—little	⠠ period (dots 2-5-6, at end of a word)	⠠ braille capi- (dot 6 written be- tal sign fore the letter to be capitalized)
---------	-----------	--	--

While the two-letter word signs may be used when the words they stand for are part of a longer word, they must never be used where they would cause confusion or result in misspelling. For example: bl can be used in words like “blinds,” “blindly,” and “blindfold,” but never in “blinded,” “blinding,” “blinder”.

(see pages 13-14, student's text)

⋮	to	(dots 2-3-5, written right up	dcl—declare	dclg—declaring	⋮	comma (dot 2)
⋮		against the word that follows			⋮	
		it without spacing)				

(see pages 15-16, student's text)

3

Lesson Twelve*

(see page 17-19, student's text)

r—rather h—have fr—friend hm—him hmf—himself alr—already brl—braille lr—letter
 acr—across ⠠ question mark (dots 2-3-6) ⠠ of (dots 1-2-3-5-6)

Lesson Thirteen*

(see pages 20-22, student's text)

s—so t—that td—today tn—tonight tm—tomorrow sd—said tgr—together alt—together
 grt—great ⠠ for (dots 1-2-3-4-5-6)

Lesson Fourteen

(see pages 23-25, student's text)

j—just v—very w—will rjc—rejoice rjcg—rejoicing rcv—receive rcvg—receiving af—after
 afw—afterward abv—above wd—would dcv—deceive dcvg—deceiving alw—always ⠠ hyphen (dots 3-6)
 ⠠ number sign (dots 3-4-5-6)

The letters “a” to “j” comprise the Braille numbering system 1 through 0, and any number must be preceded by the number sign unless one wishes to save time and space in writing a long column of figures. In such case, a double number sign (the sign written twice) is written above the first number in the column, to indicate that everything beneath it is a number.

Lesson Fifteen**

(see pages 26-28, student's text)

⠠ be (dots 2-3; word sign when standing alone with a space on either side) x—it xs—its xf—itself z—as y—you
 yr—your yrf—yourself yrvs—yourselves ⠠ ⠠ double capital sign (dots 6, 6, indicates that the entire word, rather than just the first letter, is capitalized)

*When two or more of the signs for and, for, of, the and with follow one another immediately in a sentence, they are written together without spacing between them. The article “a” should also follow one or more of these signs without spacing between them.

**Where there seems to be a choice in the use of two contractions, the first sequence of letters is used with the exception of the “e-a-r” combination of letters. In this case, the ar sign must be used. Always use any alternative one-cell contraction in preference to ea and the double-letter signs.

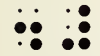
Lesson Sixteen

(see page 29, student's text)

 gh (dots 1-2-6)
  ou (dots 1-2-5-6)
  ed (dots 1-2-4-6)
  er (dots 1-2-4-5-6)
  ow (dots 2-4-6)
 ar (dots 3-4-5)
 percv—perceive
 percvg—perceiving
 perh—perhaps
 herf—herself
 ourvs—ourselves
 out (dots 1-2-5-6)

Lesson Seventeen

(see page 30, student's text)

 day (dot 5, d)
  ever (dot 5, e)
  father (dot 5, f)
  here (dot 5, h)
 know (dot 5, k)
  lord (dot 5, l)
  colon (dots 2-5)
  semicolon (dots 2-3)
 exclamation point (dots 2-3-5)
  apostrophe (dot 3)
 o'c—o'clock
 dollar sign (dots 2-5-6, number sign)
  decimal point (dots 4-6)

Lesson Eighteen*

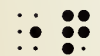
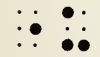
(see pages 31-32, student's text)

 and (dots 1-2-3-4-6)
  with (dots 2-3-4-5-6)
  in (dots 3-5)
  by (dots 3-5-6; written up against the word that follows it, without spacing)
 themvs—themselves
  into (dots 3-5, 2-3-5; written up against the word that follows without spacing)
  sh shall (dots 1-4-6)
 th this (dots 1-4-5-6)

Sh and th are part-word signs which, standing alone, are also used to represent whole words.

Lesson Nineteen

(see page 34, student's text)

 mother (dot 5, m)
  name (dot 5, n)
  one (dot 5, o)
  part (dot 5, p)
 question (dot 5, q)
  right (dot 5, r)
  some (dot 5, s)
  time (dot 5, t)
 under (dot 5, u)
  work (dot 5, w)
  young (dot 5, y)
 onef—oneself

*When two or more of the signs for and, for, of, the and with follow one another immediately in a sentence, they are written together without spacing between them. The article "a" should also follow one or more of these signs without spacing between them.

Lesson Twenty

(see pages 35-36, student's text)

The following are part-word signs which, standing alone, are also used to represent whole words. The part-word meaning is given first, then the whole-word meaning.

•• wh which (dots 1-5-6)	•• ch child (dots 1-6)	•• st still (dots 3-4)	•• en enough (dots 2-6)
mch—much	mst—must	chn—children	agst—against
sch—such			
shd—should	alth—although	thyf—thymself	myf—myself
			fst—first

Lesson Twenty-One**

(see page 37, student's text)

The following signs can be used only in the middle of a word:

•• ea (dot 2)	•• bb (dots 2-3)	•• cc (dots 2-5)	•• dd (dots 2-5-6)	•• ff (dots 2-3-5)
•• gg (dots 2-3-5-6)				

With just one exception—the sign for in (see Lesson Eighteen)—all lower-cell signs have more than one meaning, depending on whether they appear at the end, in the middle, or at the beginning of a word, or, in some cases, whether they stand alone with a space on either side.

Lesson Twenty-Two

(see pages 38-39, student's text)

The following three signs represent whole words when they stand alone; they must be written out when followed by any mark of punctuation:

•• were (dots 2-3-5-6)	•• his (dots 2-3-6)	•• was (dots 3-5-6)
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The following two signs can be used only at the beginning of a word:

•• con (dots 2-5)	•• dis (dots 2-5-6)			
bec—because	bef—before	beh—behind	bel—below	ben—beneath
bes—beside	bet—between	bey—beyond	concv—conceive	concvg—conceiving

Lesson Twenty-Three

(see page 40, student's text)

•• ing (dots 3-4-6)	•• ble (dots 3-4-5-6; in the middle or at the end of a word, but never at the beginning)	•• com (dots 3-6; only at the beginning of a word)
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**Where there seems to be a choice in the use of two contractions, the first sequence of letters is used with the exception of the "e-a-r" combinations of letters. In this case, the ar sign must be used. Always use any alternative one-cell contraction in preference to ea and the double-letter signs.

Lesson Twenty-Four

(see page 41, student's text)

⠠ upon (dots 4-5, u)	⠠ word (dots 4-5, w)	⠠ these (dots 4-5, the)	⠠ those (dots 4-5, th)
⠠ whose (dots 4-5, wh)	⠠ cannot (dots 4-5-6, c)	⠠ had (dots 4-5-6, h)	
⠠ many (dots 4-5-6, m)	⠠ spirit (dots 4-5-6, s)	⠠ world (dots 4-5-6, w)	
⠠ their (dots 4-5-6, the)			

Lesson Twenty-Five

(see page 42, student's text)

⠠ ound (dots 4-6, d)	⠠ ance (dots 4-6, e)	⠠ sion (dots 4-6, n)	⠠ less (dots 4-6, s)
⠠ ount (dots 4-6, t)	⠠ ence (dots 5-6, e)	⠠ ong (dots 5-6, g)	⠠ ful (dots 5-6, l)
⠠ tion (dots 5-6, n)	⠠ ment (dots 5-6, t)	⠠ ness (dots 5-6, s)	⠠ ity (dots 5-6, y)

Note: These signs are used in the end or in the middle but never at the beginning of a word.

Lesson Twenty-Six

(see page 43, student's text)

⠠ ation (dot 6, n)	⠠ ally (dot 6, y)
--------------------	-------------------

The above two signs are never used at the beginning of words. However, the following five signs are used both as whole words or part words.

⠠ there (dot 5, the)	⠠ character (dot 5, ch)	⠠ through (dot 5, th)	⠠ where (dot 5, wh)
⠠ ough (dot 5, ou)			

Lesson Twenty-Seven

(see pages 44-45, student's text)

Signs; Symbols; Punctuation Signs

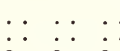
Roman Numerals: I II V VI X

Accent Sign: ⠠ (dot 4; precedes the letter accented)

Letter Sign: ⠠ (dots 5-6; indicates that what follows is a letter, or letters, and not a Braille contraction)

Dollar Sign (see Lesson 17)

Decimal Point: ⠠ (dots 4-6)

- Fraction Line, Slash, or Bar:  (dots 3-4)
- Dash:  (dots 3-6, 3-6; has no space between it and what precedes or follows)
- Double Dash:  (dots 3-6, 3-6, 3-6, 3-6; has no space between it and what precedes or follows)
- Opening Quotation:  (dots 2-3-6)
- Closing Quotation:  (dots 3-5-6)
- Opening Inner Quotation:  (dots 6, 2-3-6)
- Closing Inner Quotation:  (dots 3-5-6, 3)
- Italics:  (dots 4-6 preceding the word italicized; when four or more words are written in italics, the sign is written twice before the first word and once before the last)
- Opening and Closing Parentheses:  (dots 2-3-5-6)
- Opening Brackets:  (dots 6, 2-3-5-6)
- Closing Brackets:  (dots 2-3-5-6, 3)
- Asterisk  (dots 3-5, 3-5; when there is a single footnote on a page, or when the symbol is used in such material as crochet patterns, it must stand alone, with a space on either side; for a series of footnotes appearing on a page, the asterisk is written unspaced before the number of the note)
- Ellipsis:  (dots 3, 3, 3; is spaced from whatever precedes or follows it except for punctuation)

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